

# School Improvement Grants

## School Level Section

### Tiers I, II, and III

Name of School: <i>Glendale Colony</i>						Grades Served: <i>K-8</i>	
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation	<b>X</b>	

## DESCRIPTIVE INFORMATION

(1) (Tier I, II, & III) The LEA has analyzed the needs of the school and selected an intervention for the school.

- List the members and positions of the committee that conducted the needs assessment and determined the outcome. *The Hitchcock-Tulare School Improvement Grant Committee consisted of the following individuals:*
  - Jeff Clark, CEO/Principal*
  - Tami Hoekman, Upper Grades Teacher*
  - Jennifer Hahler, Lower Grades Teacher*
  - Linda Smith, Title I Teacher*
  - Stacy Jungemann, SPED Teacher*
  - Joseph Waldner, Parent/German School Teacher*
- Indicate the data sources that were analyzed as part of the school's comprehensive needs assessment designed for the purpose of the SIG application. *We looked at a wide range of sources when conducting the needs assessment. For the Student lens we looked at data from Dakota STEP testing results as well as data from the ACCESS test. While looking at the Professional Practices lens we assessed the best practices of teaching and tried to determine which style of instruction would best fit Glendale Colony's multi-grade dynamic. To evaluate the Programs and Structures lens we looked at current curriculum being used and its effectiveness based on student performance. We also evaluated curriculum that is available and how that would fit in this setting as we look to replace the reading curriculum that we currently use. Finally to address the Family and Community lens we evaluated the support and involvement of the parents and community and brainstormed how we could improve this area.*
- Describe the process used to complete the school's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *WHEN The CNA was completed between April 5<sup>th</sup> and April 27<sup>th</sup>; WHO Everyone on the team was involved from time to time with Mr. Clark compiling the majority of the data to present to the team for discussion; and HOW The comprehensive needs assessment was completed by first compiling data from Dakota STEP test scores, ACCESS testing data, and from local assessments. We then discussed this data as a team to see the needs that could be addressed to see improvement. We also looked at curriculum and how we could infuse reading strategies and concepts into every curricular area. A plan was then made to research further Reading Across the Curriculum and Guided Reading Groups for next year. We also are looking at purchasing a new reading curriculum to go along with our new phonics curriculum. Finally, during*

*the needs assessment we also looked at information from observations and parent teacher conferences that showed the limited amount of support from home and community in regards to English school at Glendale Colony. This is very evident on a daily basis when homework rarely is returned completed.*

➤ *Broadly describe the results of that review. After completing the CNA it was discovered that Reading was the greatest area of need at the Glendale Colony school. When looking at other factors such as community we quickly realized that some of this short fall was due to the fact that students come in at Kindergarten speaking limited English since their home language is a German dialect. It also showed that the support from home varies from household to household but as a whole there isn't a lot of support for school. Another factor when looking at community that was of interest is that these students also attend German school while attending "English" school. They attend their German school earlier in the morning and also after their English school day is done. This means that students often attend school from about 7:15 am until 5:15 pm. It was also determined that we needed to increase the amount of time that reading was taught and are researching the Reading Across the Curriculum model to use in the future. Reading is the one area that drives learning so it is imperative that this subject take the priority and is infused in all subject areas. We also looked at the need to update our reading curriculum along with our Phonics Program that isn't really giving us the results that are needed. Finally, we determined that a team effort in improving reading will need to take president over everything else and the basics of fluency, vocabulary, and comprehension will have to be mastered from the bottom up before we see the results we are really looking for.*

➤ List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment.

**Numbers listed under strengths and weaknesses are listed in order of priority with # 1 having the highest priority.**

**STRENGTHS:**

1. Math – Algebra Indicator 1: Use procedures to transform algebraic expressions.
2. Math – Number Sense Indicator 2: Use the structural characteristics of a set of real numbers and its various subsets.
1. Reading – No Strengths were noted at this time in the area of reading.

**WEAKNESSES:**

1. Reading – Indicator 1: Students can recognize and analyze words (Students averaged 40% on the 10 questions relating to indicator 1)
2. Reading – Indicator 2: Students can comprehend and fluently read test (Students averaged 34% on the 14 questions relating to indicator 2).
3. Reading – Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses (students averaged 36% on the 14 questions relating to indicator 3).
4. Reading – Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts (students averaged 39% on the 7 questions relating to indicator 4).
5. Reading – Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts (students averaged 33% on the 11 questions relating to indicator 5).

1. *Math – Number Sense Indicator 3: Develop conjectures, predictions, or estimations in the process of problem solving and verify or justify the results (students averaged a 39% on NS3 questions).*
2. *Math – Statistics Indicator 2: Apply the concepts of probability to predict outcomes and solve problems (students averaged 37% on S2 questions).*

➤ Provide the rationale used to commit to serve this school with SIG funds. *During a time of uncertainty with educational funding SIG funds would be critical for this school to accomplish the necessary things to see improvement. We would be able to provide critical reading curriculum and supplemental resources to help boost their low levels of achievement. These funds would be used to help with salaries as state and federal funds have been cut. These funds would help us insure that the personnel needed at this school were available to help students achieve. Students at this school come in with a disadvantage due to the fact that they are typically ESL and our free/reduced rate at this particular school is 100%. We as a district are committed to seeing this school improve and succeed at a higher level but often find our hands tied as budget cuts are made so the opportunity to secure some SIG funds would be paramount in attaining this goal.*

- (2) (Tier I & II) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected
- (3) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.
- (4) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

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## ☐ **The Turnaround Model**

### *Section I.A.2(a)*

- a. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]
- b. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
- c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)]

- d. How will the district provide staff ongoing, high-quality, job-embedded professional development?
- e. Describe the new governance structure that will be adopted for this school.
- f. Describe how an instructional program will be determined and designed.
- g. Describe the process the school will use to promote the continuous use of student data.
- h. Describe how the school will increase learning time.
- i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

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☐ **The Restart Model**  
*Section I.A.2(b)*

- a. Describe the rigorous review process the district undertook to select a partner to restart the school.
- b. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?
- c. How will funds from this grant be used to support the restart model?

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☐ **School Closure Model**  
*Section I.A.2(c)*

- a. Describe the process the district used to determine to close this school.
- b. Which higher-achieving schools have been identified that have the capacity to receive students from this school?

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☐ **The Transformation Model**  
*Section I.A.2(d)*

**Developing and increasing teacher and school leader effectiveness.** [Section I.A.2(d)(1)]

- a. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]

- b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]
- c. Describe any optional activity the school chooses to implement to develop teacher and school leader effectiveness.

**Comprehensive instructional reform strategies**

- d. Describe how an instructional program will be determined and designed.
- e. Describe the process the school will use to promote the continuous use of student data.
- f. Describe any optional instructional reform strategy the school chooses to implement.

**Increasing learning time and creating community-oriented schools**

- g. Describe how the school will increase learning time.
- h. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

**Providing operational flexibility and sustained support**

- i. Describe the operational flexibility that will be given to this school.
- j. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.
- k. Describe any other optional strategies for providing operational flexibility and intensive support.

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(5) (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

- Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school

(6) (Tier I, II, & III) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I, Tier II and Tier III schools that receive school improvement funds. The LEA should also describe the other measurable goals that are set to show student progress.

- List the reading and math annual goals for this Tier I, II or III school, if applicable.
  - 1) *All students in grades K-8 will be proficient or advanced in reading. We will annually increase the percentage of students performing at proficient or advanced levels in reading by 10% or more as measured by the Dakota STEP test.*

- 2) *All students in grade K-8 will be proficient or advanced in math. We will annually increase the percentage of students performing at proficient or advance levels in math by 5% or more as measured by the Dakota STEP test.*
- 3) *We will increase students scores associated with Reading Indicator 1 (Students can recognize and analyze words) by at least 10% as evidenced by Dakota STEP 2011.*
- 4) *We will increase students scores associated with Reading Indicator 2 (Students can comprehend and fluently read text) by at least 10% as evidenced by Dakota STEP 2011.*
- 5) *Students in grades K-2 will be evaluated using Star Reading and Math tests and the Dibels test. The Dibels test will be administered 3 times per year.*
- 6) *Student in grades K-2 will increase their Dibels score by 10% from the start of the year to the end of the year.*
- 7) *Students in grades K-2 will increase their Star Math score by 10% from the beginning of the year to the end of the year.*
- 8) *Students in grades K-2 will increase their Star Reading score by 10% from the beginning of the year to the end of the year.*

(7) (Tier III) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *The Glendale Colony School in the Hitchcock-Tulare School District will work to implement Reading Across the Curriculum as well as Guided Reading groups to target students at their specific reading level and work on Indicator 1 and Indicator 2. We will also use funds to purchase supplemental materials and technology to help students increase their proficiency in phonics, reading vocabulary, and reading comprehension. Finally, we will use these funds to help supplement teacher salaries and benefits in hopes that we will not have to cut staff due to the cut we received in State funding as well as Title funding. These activities as a whole will increase performance school wide by increasing the amount of reading instruction throughout the day while providing varied instruction to meet the needs of individual students. The Guided Reading groups will benefit students because they will be able to receive instruction at their specific reading goal which will enable staff to push students who are advanced while at the same time slow down and hit on key reading concepts for those students who are struggling or may be behind. Staff will find that through these added strategies that they will have more resources available to them to help the students at Glendale colony succeed. This grant will also allow our School District the opportunity to fully staff this school after we received a huge cut to our annual budget.*

(8) (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place.

**BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.**

**Budget categories for consideration in required budget narrative.**

**Project Year 1: July 1, 2011 – June 30, 2012**

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

Teacher: \$30,925.00 @ 1 FTE = \$30,925.00 \* Teach grades 5-8 focusing on implementing the foundations of Reading Across the Curriculum. This will insure that reading strategies and best practices will be covered in all areas. This individual will also take one of the Guided Reading Groups for 30 minutes per day.

Paraprofessional: \$11,602.00 @ 1 FTE = \$11,602.00 \*This individual will work daily with students K-8 mainly in the areas of reading and math to help individual students master tasks that may be a struggle for them. She will also instruct one of the Guided Reading Groups for 30 minutes per day.

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Teacher: \$30,925 X 13.65% (Social Security-Medicare-Retirement) = \$4,221.00

Paraprofessional: \$11,602 X 13.65% (Social Security-Medicare-Retirement) = \$1,584

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

NONE

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

Apple iPad - 4 @ \$500 = \$2000 (Purchase 4 each year for the next three years) \* Ipads will be used as supplemental materials for improving student achievement in the areas of reading comprehension, vocabulary, phonics, and math. These devices will be used throughout the day as center activities as students have time.

Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

Reading Curriculum - \$3,000

Software for Apple iPads - \$200

Phonics Consumable Materials - \$500

Guided Reading Books/Resources - \$1,000

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

NONE

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

NONE

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

\$1522

**Total: \$56,554.00**

**Project Year 2: July 1, 2012 – June 30, 2013**

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

Teacher: \$30,925.00 @ 1 FTE = \$30,925.00 \* Teach grades 5-8 focusing on implementing the foundations of Reading Across the Curriculum. This will insure that reading strategies and best practices will be covered in all areas. This individual will also take one of the Guided Reading Groups for 30 minutes per day.

Paraprofessional: \$11,602.00 @ 1 FTE = \$11,602.00 \*This individual will work daily with students K-8 mainly in the areas of reading and math to help individual students master tasks that may be a struggle for them. She will also instruct one of the Guided Reading Groups for 30 minutes per day.

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Teacher: \$30,925 X 13.65% (Social Security-Medicare-Retirement) = \$4,221.00

Paraprofessional: \$11,602 X 13.65% (Social Security-Medicare-Retirement) = \$1,584

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

NONE

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.



Apple iPad - 4 @ \$500 = \$2000 (Purchase 4 each year for the next three years) \* Ipads will be used as supplemental materials for improving student achievement in the areas of reading comprehension, vocabulary, phonics, and math. These devices will be used throughout the day as center activities as students have time.

Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

Software for Apple iPads - \$200  
Phonics Consumable Materials - \$500  
Guided Reading Books/Resources - \$1,000

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

NONE

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

NONE

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

\$1436

**Total: \$53,468.00**

**Project Year 3: July 1, 2013 – June 30, 2014**

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

Teacher: \$30,925.00 @ 1 FTE = \$30,925.00 \* Teach grades 5-8 focusing on implementing the foundations of Reading Across the Curriculum. This will insure that reading strategies and best practices will be covered in all areas. This individual will also take one of the Guided Reading Groups for 30 minutes per day.

Paraprofessional: \$11,602.00 @ 1 FTE = \$11,602.00 \*This individual will work daily with students K-8 mainly in the areas of reading and math to help individual students master tasks that may be a struggle for them. She will also instruct one of the Guided Reading Groups for 30 minutes per day.

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Teacher: \$30,925 X 13.65% (Social Security-Medicare-Retirement) = \$4,221.00

Paraprofessional: \$11,602 X 13.65% (Social Security-Medicare-Retirement) = \$1,584

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

NONE

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

Apple iPad - 4 @ \$500 = \$2000 (Purchase 4 each year for the next three years) \* Ipads will be used as supplemental materials for improving student achievement in the areas of reading comprehension, vocabulary, phonics, and math. These devices will be used throughout the day as center activities as students have time.

Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

Software for Apple iPads - \$200  
Phonics Consumable Materials - \$500  
Guided Reading Books/Resources - \$1,000

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

NONE

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

NONE

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.  
\$1436

**Total: \$53,468.00**

**Budget Information**  
**American Reinvestment and Recovery Act (ARRA)**  
**Title I School Improvement 1003(g)**

**Name of School:**

**Budget Summary**

Budget Categories	Project Year 1 7/01/11-6/30/12 (a)		** Project Year 2 7/01/12-6/30/13 (b)	** Project Year 3 7/1/13-6/30-14 (c)	Project Total (f)
	Pre- implementation	Year I - Full Implementation			
<b>1. Personnel</b>		\$42,527.00	\$42,527.00	\$42,527.00	\$127,581.00
<b>2. Employee Benefits</b>		\$5,805.00	\$5,805.00	\$5805.00	\$17,415.00
<b>3. Travel</b>					
<b>4. Equipment</b>		\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00
<b>5. Supplies</b>		\$4,700.00	\$1,700.00	\$1,700.00	\$8,100.00
<b>6. Contractual</b>					
<b>7. Professional Development</b>					
<b>8. Total Direct Costs (line 1-7)</b>		\$55,032.00	\$52,032.00	\$52,032.00	\$159,096
<b>9. Indirect Costs*</b>		\$1522	\$1436	\$1436	\$4394
<b>10. Total Costs (lines 8-9)</b>		\$56,554.00	\$53,468.00	\$53,468.00	\$163,490.00

\*Use restricted indirect cost rate (same rate as regular Title I program)

\*\* Contingent upon continued federal funding